






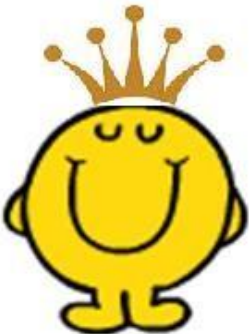


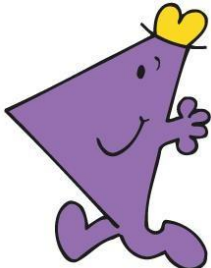



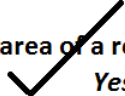

## St John Lloyd Marking Policy

### Junior pupils

Symbol	Explanation
	<p><b>Identifies Spelling mistake.</b> Two step approach;</p> <ol style="list-style-type: none"> <li>1. <b>Word circled and Sp placed in margin</b></li> <li>2. <b>Correct word placed under work for children to write correction.</b></li> </ol>
<p>word</p> 	<p><b>Missing words.</b> Correction placed above the arrow.</p>
 <p><b>the story begins...</b></p>	<p>Capital letters for names, collective nouns, and places and at the start of every sentence <b>MUST</b> be addressed if incorrect.</p>
<p><b>LO: Can I find area of a rectangle?</b></p>  <p><b>Yes you can.</b></p>	<p><b>Marking against the Learning Objective in the form of a question.</b> This enables a conversation between teacher and pupil. <b>Remember LO must be LNF based in cornerstones activities.</b></p>
<p><b>What would the dragon look like as he left the cave? Can you write a sentence using Wow Words?</b></p>	<p>Ask a question to enable a dialogue between pupil and teacher this extends understanding and develops self-correction, editing (uplevelling)</p>
	<p><b>Discussed.</b> Place <b>di</b> next to the comment in pupils book once a dialogue has taken place and the areas addressed.</p>

St John Lloyd Marking Policy for Foundation Phase pupils

	<p><b>MR EXCELLENT</b></p> <p><b>Excellent Work.</b> Above and beyond the Learning Objective. Pupil has made huge improvement/ target met or produced work of a high quality.</p>
	<p><b>MR HAPPY</b></p> <p><b>Good.</b> Pupil has achieved the Learning Objective and has successfully completed the set task.</p>
	<p><b>MR SAD</b></p> <p><b>Learning Objective not met.</b> Pupils need to be given Next Step/ way forward. This can be given verbally the circled di (discussed) placed next to Mr Sad.</p>
	<p><b>MR RUSH</b></p> <p><b>Pupil's work has been rushed.</b> This has resulted in simple mistakes that the pupil would normally not make if on task.</p>
	<p><b>MR MESSY</b></p> <p><b>Pupil's presentation is not clear.</b> Therefore work is hard to read and assess. Presentation techniques such as handwriting must be addressed and Pupils need to be given Next Step/ way forward. This can be given verbally the circled di (discussed) placed next to Mr Messy</p>

Type of Marking	Symbol associated	Explanation	Frequency
1.Acknowledgement & checking	<p>LO: Can I find area of a rectangle?</p>  <p>Yes you can.</p>	<p>Pupils work has been assessed against the success criteria and LO. Work has been checked for COMPLETION, ACCURACY &amp; ATTAINMENT. Teachers must highlight specific spellings and punctuation error for correction</p>	ALL PIECES OF WORK - DAILY MARKING
2.Quality Teacher marking with feedback (AoL)	<p>* I liked the use of wow words for the description of the forest</p> <p>* Use of paragraphs</p> <p>W= Plurals - drop the 'y' and add 'ies'</p>	<p>Detailed feedback of success against LO based on the completion of the Success Criteria.</p> <p>*=Statement of success/ what went well</p> <p>W=Next step</p> <p>Pupils encouraged to interact with marking by making a comment</p>	1-2 examples per week
3.Self & Peer Assessment		<p>Opportunities should be given for pupils to self-assess their own achievement and their peers using SMART success criteria. Pencil must be used for this in books by pupils</p>	1-2 examples per week
4.Verbal Feedback		<p>Verbal feedback with pupil. Involves open questioning against the success criteria and addressing misconceptions and errors in their learning. This works alongside teacher modelling.</p>	Supporting other aspects of assessment/ marking
5. Develop opportunities for pupils to up level their work.	<p>What would the dragon look like as he left the cave? Can you write a sentence using Wow Words?</p>	<p>Teacher poses a question to develop a deeper understand of the pupils thinking and written responses. This works especially well in Scientific based learning to establish a high level response.</p>	1-2 examples per week